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ABSTRACT

This final report of the New York State Research Coordinating Unit for Vocational Education summarizes the activities covered between the period of April 1967 and August 31, 1969. Major topics considered are (1) objectives of the unit, (2) organization chart, (3) summary of activities April 1967-June 1967, (4) summary of activities, July 1968-August 1969, (5) project summaries, (6) dissemination project, and (7) evaluation. (GR)

ED034889

FINAL REPORT
Project No. 6-3019
Contract No. OEG 1-7-063019-2924

THE CONTINUATION OF FEDERAL SUPPORT FOR THE BUREAU OF OCCUPATIONAL EDUCATION RESEARCH, STATE EDUCATION DEPARTMENT, DESIGNATED AS THE NEW YORK STATE RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION

October 1969

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research

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BR 6-3019
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The Continuation of Federal Support for the Bureau of Occupational Education Research, State Education Department, Designated as the New York State Research Coordinating Unit for Vocational Education

Louis A. Cohen

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Bureau of Occupational Education Research
Albany, New York 12224

October 1969

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT010093

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SUMMARY

The Bureau of Occupational Education Research is the Research Coordinating Unit (RCU) for New York State. The unit is in the State Education Department structure under the administrative direction of the Associate Commissioner for Research and Evaluation. Its assignments, responsibilities and functions are specified by the Assistant Commissioner for Occupational Education. The RCU originally funded in June 1965 has been operating during the period of April 1967-August 31, 1969 under contract No. OEG1-7-06319-2924.

During this period the professional staff has been increased by the addition of three associates and two aides.

In fulfilling its purposes to conduct, promote, evaluate and disseminate occupational education research, the Bureau has been involved in a variety of activities. During the contract period internal projects included a survey of apprenticeships in New York State, a study of teacher effectiveness in the industrial arts, an evaluation of the School to Employment Program (STEP), a study of work patterns of low achieving 1967 high school graduates, a study of apprentice training in California, Oregon and Washington.

Consultant services have been provided to educational agencies in regard to the development of research activities. Twenty-five research projects concerned with occupational education needs of youths and adults have been funded. Examples include: an evaluation of the secondary school wage earning programs in health occupations related to Home Economics; the planning of an experimental education program in computer aided production of electronic circuitry and systems; a guided occupational program for handicapped students. In addition, in cooperation with other bureaus and agencies projects were funded which dealt with educational programs for former drug addicts, and prison inmates. A pilot program was funded during the summer session which dealt with the application of the extended school year concept to a Board of Cooperative Educational Services, occupational training program. Most of the completed studies have been published and distributed by the Bureau of Occupational Education Research.

The Bureau has been involved in interstate activities. Early in 1968 a Northeastern regional conference involving eight RCU's was organized and held in Albany. Also an interstate research proposal has been developed and submitted concerned with evaluation of the teacher training curriculum in Trade and Industrial Education. A study conducted at Indiana University, "The Use of Simulation Materials for Creating Occupational Awareness For Non-college Bound Persons" has been funded.

A Newsletter has been issued quarterly. Currently 3500 copies are printed, and distribution includes all bureaus in the New York State Education Department, school administrators, and other RCU's.

The Dissemination unit has grown. Equipment has been purchased which permits reading, and reproducing microfiche. The unit has established its service function. The number of requests for searches and material averages about twelve perday. Presently 26 units are being set up throughout the state to provide resource services at convenient locations. The RCU is also incorporating a national ERIC input function into its operation. This will insure the maintenance of ERIC through constant contribution from local, regional and state organizations in New York State.

Staff members have represented the Bureau at national, regional and state meetings. Presentations, displays and workshops were examples of vehicles used to disseminate information regarding Bureau services, research studies and publications.

The Ad Hoc Advisory and Evaluation Committee has met three times during the contract period to review the activities and operation of the Bureau of Occupational Education Research.

INTRODUCTION

This proposal was the third submitted by the New York State Research Coordinating Unit. The first proposal was in two sections. Section one entitled "The Expansion of the Vocational Education Research Unit in the State Education Department, State of New York, into a Bureau of Research and Evaluation in Occupational Education" was concerned with the internal functions of the bureau; section two, "A Developmental Project for Inter-state Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education" consisted of specific research projects funded by the RCU and carried on by outside educational agencies. Project one originally ran from June 1, 1965 - November 30, 1966; it was later extended to March 31, 1967.

The second proposal, "The Continuation of Federal Support for the Bureau of Occupational Education Research, State Education Department, Serving as the New York Research Coordinating Unit and as the Agency for the Continuation of Specified Inter-State Research Projects Presently Operating under Contract OE-5-85-110," began April 1, 1967 and terminated October 31, 1968. It was similar to the first proposal in that it dealt with both internal operations and specific research projects funded by the RCU and carried out either by consultants specifically hired by the bureau to manage a project or by a university or other educational agency.

The funding pattern of the RCU points to New York State's involvement in Occupational Education Research. The continual growth of 4(a) funding and the relative decline of 4(c) monies is as follows:

PROJECT	TIME PERIOD	4(c)	4(a)
1	June 1, 1965 - March 31, 1967	$298,692	$115,770
2	April 1, 1967 - October 31, 1968	139,548	251,164
3	November 1, 1968 - August 31, 1969	50,000	100,000

To further emphasize New York State's stake in Occupational Education, mention must be made of the permanent status of the RCU. In February 1966, the RCU became a permanent unit in the Office of Research and Evaluation and is referred to in State terminology as the Bureau of Occupational Education Research.

OBJECTIVES

The objectives of the New York State Research Coordinating Unit are as follows:

1. To conduct research projects for such purposes as: determining the occupational needs of the disadvantaged, providing for the dissemination of occupational information; evaluating professional services and educational structures; assisting in the development of current and future curriculum.

2 To coordinate statewide occupational research efforts on the part of schools, two-year colleges, universities, other State agencies and private research organizations.

3. To provide all educational agencies in the State with such consultative services as the development of Occupational Education Research proposals for State and/or Federal funding and the evaluation of existing programs.

4. To disseminate the results of Occupational Education Research, pilot, demonstration and experimental programs by means of summary reports to professional groups and other branches of the State Education Department, inclusion in the ERIC System, as well as by articles to professional journals.

5. To coordinate, analyze and transmit information requested by the USOE through the Federal Reporting System supplied, upon request, by the New York State Basic Educational Data System (BEDS) and supplemented, when necessary, by the RCU staff.

6. To cooperate on an interstate basis with other RCUs and education agencies by sponsoring such activities as regional workshops in an effort to solve mutual problems and develop closer ties to provide for mutual reinforcement.

7. To prepare evaluation designs and techniques for schools, universities and other educational agencies in cooperation with other units in the Office of Research and Evaluation.

8. To function as a service unit to the Office of Occupational Education by providing research and evaluation services.

ORGANIZATION

A. Line Relationship. The RCU is physically located in the Office of Research and Evaluation, State Education Department, and is one of seven operating bureaus under the aegis of the Associate Commissioner for Research and Evaluation. (See organization chart, page 6.)

B. Staff Relationship. Although not organizationally related to the Office of Occupational Education, the RCU works very closely with this unit of the Education Department. Major work assignments and duties originate with the Assistant Commissioner for Occupational Education, who is also the State Director for Occupational Education, and are channelled either through the Associate Commissioner for Research and Evaluation, the Director of the Division of Research or given directly to the RCU Director. The Assistant Commissioner for Occupational Education also maintains control of the financial aspects of the unit. The character of the work keeps the RCU in constant contact with the various units in the Office of Occupational Education.

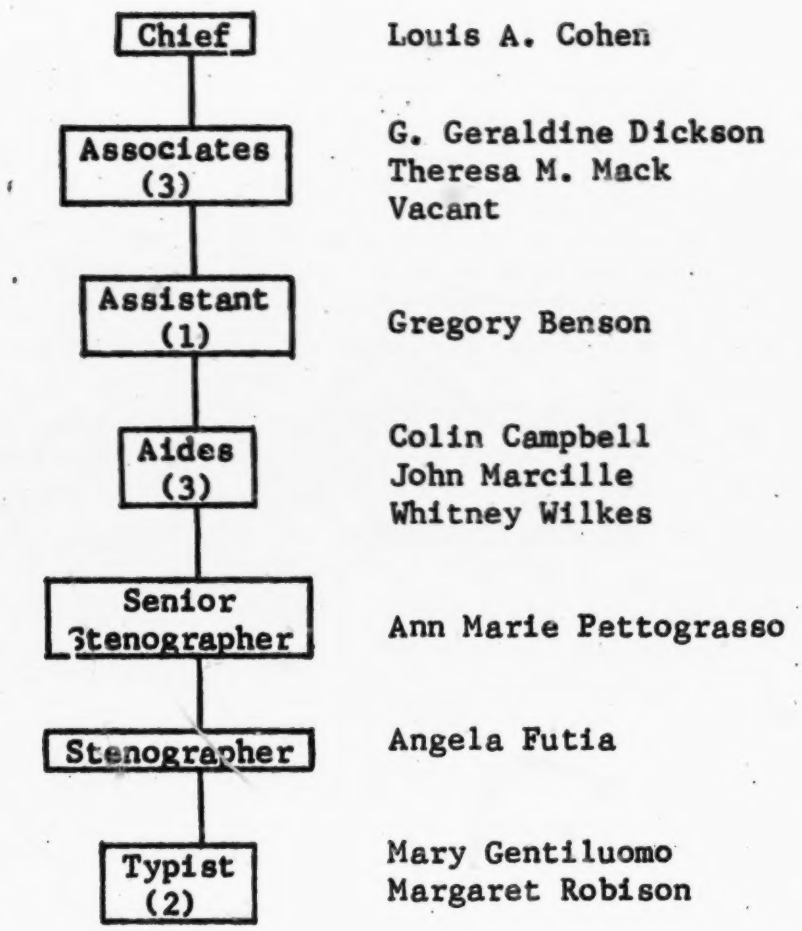
An Advisory Committee comprised of the Assistant Commissioner for Research and Evaluation, the Assistant Commissioner for Occupational Education, the Director of Research, the Director of Occupational program planning, and the Chief of the Bureau of Occupational Education Research meet periodically to discuss overall general policy and to review research proposals. This committee allows for open channels of communication between the Office of Research and Evaluation and the Office of Occupational Education.

NEW YORK STATE

RESEARCH COORDINATING UNIT

ORGANIZATION CHART

Permanent Staff



The bureau also frequently employs long and short-term consultants to

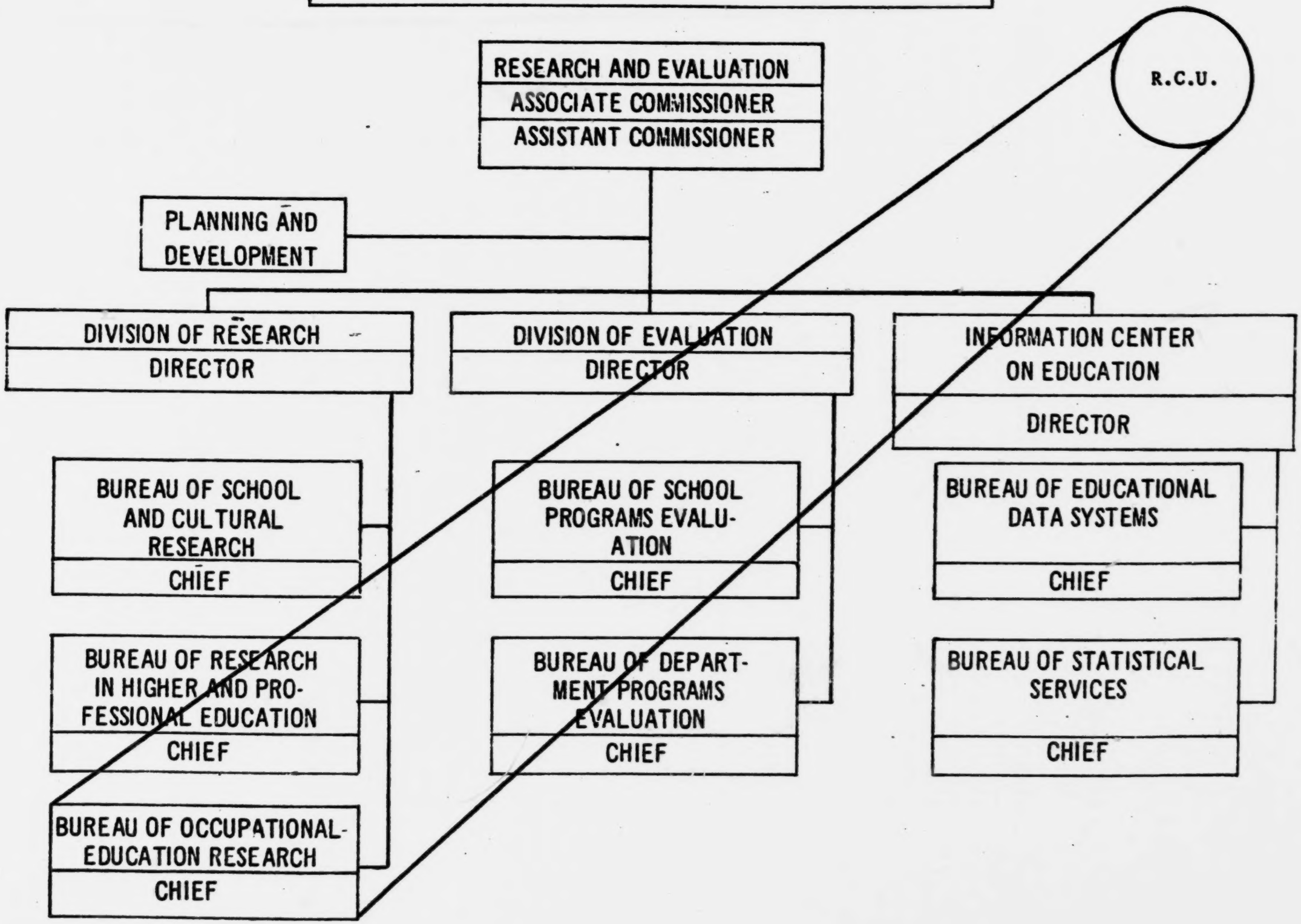
1) fill the gap caused by shortages in permanent personnel staff,

2) assist at rush times,

3) run specific projects.

Clerical personnel are also added temporarily at rush times.

ORGANIZATION OF RESEARCH AND EVALUATION SERVICES



SUMMARY OF ACTIVITIES
April 1967-June 1968

I. CONSULTATIVE SERVICES

Most consultative services during this period were given to investigators of various projects in progress as well as to the development of new project proposals. Meetings were also held with university research administrators, vocational high school administrators, trade teachers, supervisors, test construction specialists, and representatives of the New York State Employment Service to exchange views, explain the structure of occupational research in New York State, and provide other related research consultation as requested.

II. CONFERENCE ATTENDANCE AND SPEAKING ENGAGEMENTS

Staff members attended interagency demonstrations, professional association conferences, and workshops in order to keep abreast of current activity in occupational education both within and out side New York State. Among the conferences attended were the New York State Psychological Association Conference dealing with hard-core unemployed, the final conference of a committee developing guidelines for revision of the business education curriculum in New York State, the National Invitational Research Dissemination Workshop, a national conference on rural youth, and a conference of the American Vocational Education Association. This unit also organized an interdivisional staff meeting at which an overview of unit operations was given with special emphasis on attempts to develop an occupational education research dissemination system within the state. New York State planned and hosted a Northeastern state RCU Conference.

Staff members also actively engaged in oral presentations during this period. Speeches were made and reports were read to the Bureau of Manpower in Buffalo, New York, the North Nassau Zone Teachers Association, the Rensselaer County Mental Health Association, the Eighth Annual Convocation for Educational Research, and the Conference on Home Economics Occupational Education.

III. INTERNAL PROJECTS

Projects in the developmental stages in this period included a survey of apprenticeships in New York State, a study of teachers effectiveness in the industrial arts, an evaluation of School to Employment Programs in New York State, and an evaluation of the teacher training curriculum in Trade and Industrial Education.

Projects from previous periods which were still in progress in this period included the "Followup Study of High School Graduates Enrolled in Vocational Education Programs", the "Study of Health Occupations at the Secondary Level," the "Statewide Study of the Administration of Occupational Education at the State Level," and the "Work Patterns of Low Achieving 1967 Graduates" study.

PROGRAM SPEAKERS

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F1458-F68-150

NORTHEASTERN STATES RESEARCH COORDINATING UNITS CONFERENCE

FEBRUARY 27 and 28, 1968

Connecticut, Delaware, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12224

TUESDAY, FEBRUARY 27, 1968

AFTERNOON SESSION

Room 146, Education Building

1:00 P.M. Welcome—ROBERT S. SECKENDORF

1:05 P.M. The Relationship of the USOE to the RCUs
LAWRENCE BRAATEN, DUANE NIELSEN

2:15 P.M. Federal Legislation and Its Implication for Research
ALBERT L. ALFORD

3:15 P.M. Coffee Break

3:30 P.M. The Organization of Educational Research — Development and Maintenance of Research Units
SAM D. SIEBER

5:00 P.M. Adjournment, Session I

EVENING SESSION

Canary Room, DeWitt Clinton Hotel

6:00 P.M. Social Hour—Dutch Treat

6:30 P.M. Dinner Meeting

Introduction
LORNE H. WOOLLATT

The Place of Research in Occupational Education
ROBERT S. SECKENDORF

The Man-Machine Interface in Information Systems
ROBERT BURNHAM

9:00 P.M. Adjournment, Session II

WEDNESDAY, FEBRUARY 28, 1968

MORNING SESSION

Room 146, Education Building

8:30 A.M. Method of Conducting Research and Criteria for Judging Research
HENRIETTA FLECK

9:30 A.M. The Role of the University in Occupational Education
MARTIN HAMBURGER

10:30 A.M. Coffee Break

10:45 A.M. How Can Occupational Research Bridge the Gap Between Industry and Education?
HAROLD FEZER

NOON Adjournment, Session III

R. C. U. ATTENDANCE ROSTER

CONNECTICUT	CHARLES J. BERTAGNA, RICHARD C. WILSON
DELAWARE	RICHARD A. DIEFFENDERFER, FRED C. FINSTERBACH
MASSACHUSETTS	GHERNOT KNOX, MAURICE J. REUTTER
NEW HAMPSHIRE	RICHARD L. BARKER
NEW JERSEY	RALPH LOCASCIO, WALTER MACAK, GEORGE J. RUSS
PENNSYLVANIA	JAMES F. MCNAMARA, FERMAN MOODY, JAY SMINK
RHODE ISLAND	CHARLES W. HAILES, PHILIP S. VERY
NEW YORK	LOUIS A. COHEN, RUTH H. GAFFGA, DOROTHY H. KING, THERESA M. MACK, M. KENNETH MARCOLIUS, S. CHARLES MEISLIN, LEONARD POWELL, RONALD SZCZYPKOWSKI

IV. 4(a) PROJECTS

In addition to the above internal projects, the following 4(a) projects were begun, continued, or completed in this period.

NEW 4(a) PROJECTS

1. EVALUATION OF MANPOWER DEVELOPMENT PROGRAMS IN NEW YORK STATE, New York University.

2. UTILIZATION OF OCCUPATIONAL RESEARCH, New York University. Development of methodology for translating, disseminating and utilizing occupational research.

3. CAREER PROGRAMS IN TWO YEAR COLLEGES, Borough of Manhattan Community College. Preparation of a career and college guide for use of students and guidance counselors.

ONGOING 4(a) PROJECTS

1. ESTABLISHMENT OF A UNIT TO PREPARE OCCUPATIONAL GUIDES, BOCES 1, Nassau County. A feasibility study to investigate the need for establishing an occupational unit that would directly assist counselors and educators by translating, synthesizing and adapting occupational information for use in the secondary schools and two-year colleges.

2. EVALUATION OF PROGRAM FOR PERSONS WITH SPECIAL NEEDS, Syracuse City School District. Evaluation of the Effectiveness of Syracuse's new approach to teaching the educationally handicapped.

3. EVALUATION OF THE OBJECTIVES OF THE FOREMAN AREA EDUCATION CENTER, BOCES 1, Monroe County. Development of an instrument to evaluate area school programs.

4. PLANNING OF AN EXPERIMENTAL EDUCATION PROGRAM IN COMPUTER AIDED PRODUCTION OF ELECTRONIC CIRCUITRY AND SYSTEMS, Department of Electrical Engineering, New York University. A feasibility study for developing an educational training program for a supporting member of an engineering team.

5. GUIDED OCCUPATIONAL TRAINING: A VOCATIONAL WORK EXPERIENCE PROGRAM FOR INTELLECTUALLY LIMITED AND EDUCATIONALLY HANDICAPPED STUDENTS, Oceanside High School, Oceanside, New York. Development of a training program to provide realistic and meaningful occupational preparation to a group of students who derive little benefit from the traditional approach to education.

6. COLLEGIATE VOCATIONAL EDUCATION TRAINING PROGRAM (COVET), The City University of New York. A program designed to encourage the disadvantaged student in a low socioeconomic area to seek post secondary occupational training through the use of intensive counseling in the secondary school.

7. AN INVESTIGATION OF THE RELIABILITY AND VALIDITY OF SELECTED TRADE COMPETENCY EXAMINATIONS AND THEIR USE IN EVALUATING PROSPECTIVE TRADE AND INDUSTRIAL TEACHERS, State University of New York at Oswego, Oswego, New York. An attempt to evaluate teacher certification programs in the trade areas and the present method of selection of trade teachers.

8. AN INNOVATIVE APPROACH TO THE DEVELOPMENT OF A CURRICULUM FOR OCCUPATIONAL EDUCATION IN THE SECONDARY SCHOOLS IN A LARGE URBAN CENTER, Board of Education of the City of New York. A correlated curriculum concerned with the cluster concept of occupational education rather than the unitary approach.

9. AN AUTOMATIVE DEVELOPMENTAL COUNSELING SYSTEM, Rochester City School District. A multi-media approach for disseminating occupational information to junior high students.

COMPLETED PROJECT SUMMARIES

1. State University of New York at Albany, A FOLLOWUP OF NEW YORK STATE HIGH SCHOOL BOOKKEEPING STUDENTS. A followup study of high school students who completed a New York State syllabus-outlined bookkeeping course during 1960-61.

2. Cornell University - College of Home Economics, EVALUATION OF SECONDARY SCHOOL PROGRAMS TO PREPARE STUDENTS FOR WAGE EARNING IN OCCUPATIONS RELATED TO HOME ECONOMICS. Abstract of the study.

3. Bureau of Business and Distributive Education, New York State Education Department, PROGRAM DEVELOPMENT FOR AUTOMATIC BUSINESS DATA PROCESSING IN NEW YORK STATE SECONDARY SCHOOLS. A special committee report of the investigation of several aspects of automatic data processing instruction.

V. DISSEMINATION ACTIVITIES

This period witnessed the continued expansion of information dissemination facilities. A general mailing list of libraries within and outside of New York State was added and other mailing lists were expanded in an effort to get information into practioners' hands more quickly and efficiently. Included in the expanded mailing lists were local level contact people in various schools and universities who will receive research and developmental materials on an ongoing basis.

A monthly Newsletter containing current research information in occupational education was begun. The Newsletter provides a common media for the exchange of ideas between researcher and practitioner.

Summary of Activities
July 1968-August 1969

I. CONSULTATIVE SERVICES

The bulk of consultative services given during fiscal 1969 related to the progress of 4(a) projects and to the development of proposals and proposal summaries to be submitted to the RCU. Other consultation regarded the initiation of joint projects with other branches of New York State Government.

Meetings and telephone converations took place with representatives of various universities, colleges, community colleges, public school systems, urban community corporations, Boards of Cooperative Educational Services, a State Prison, a drug addiction rehabilitation center, and numerous offices within and without the New York State Education Department.

II. CONFERENCE ATTENDANCE AND SPEAKING ENGAGEMENTS

Members of the staff attended meetings of several professional associations to increase their competence in selected areas of research, vocational education, and administration. National and regional meetings of Research Coordinating Units were attended, and a Northeast Regional RCU directors' meeting was hosted by the New York RCU. Members of the staff participated in several task forces and conferences geared toward specific problems and classes of problems in designated instructional subject areas. Conferences and trade expositions dealing with information dissemination systems and equipment were also attended.

Bureau representatives were active in giving oral presentations in fiscal 1969. Research papers were read at conferences, speeches were given to groups of educators on RCU structure and functions, and talks were given and seminars conducted on techniques of education research. High school students heard RCU delegates speak on careers at several locations.

III. INTERNAL PROJECTS

Several internal projects were completed during fiscal 1969, while others were initiated.

A series of projects, several completed, have resulted in the creation of an occupational education research information dissemination system. A similar dissemination system, still in the planning stage, will integrate occupational education research with research in other educational areas. Other activities included: the continuing evaluation of the School to Employment Programs (STEP); a study of apprentice training in California, Oregon, and Washington; a study of manpower needs in nursery occupations; evaluation of proposals for RCU research grants;

development of "Guidelines for Submitting Occupational Research and Development Proposals;" a followup of low achievers in five New York State Schools; and "The Apprentice Training Program Study."

Also studied during fiscal 1969 were "Characteristics of High School Students as Related to College Attending Behaviour," and "Attitudes of Occupational-Vocational Personnel Concerning Administration."

Three continuing internal projects were: The "Quarterly Technical Progress Report" of RCU activities; "Current Status of Projects with the United States Office of Education," a report to the Commissioner of Education in New York State; and the statistical report of occupational education data to the USOE.

IV. 4(a) PROJECTS

Work on the following projects has been completed, and the final reports have/published, or are in prepublication status.
been

1. MONROE COMMUNITY COLLEGE

   Development of a Cooperative Retailing Program for the Disadvantaged.
   Principal Investigator: Leroy V. Good

2. CORNELL UNIVERSITY

   School Para-professionals: Roles and Job Satisfactions.
   Principal Investigator: L.B. Hixon

3. NASSAU COMMUNITY COLLEGE

   Study of an Articulation Program between Nassau Community College and TOPIC House (Nassau County Drug Addiction Rehabilitation Center) with Regard to the Vocational Business Training Program: A Planning Grant.
   Principal Investigators: Melvin Morgenstein and Harriet Strongin

4. NASSAU COMMUNITY COLLEGE

   A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College.
   Principal Investigators: Melvin Morgenstein and Harriet Strongin

5. CORNELL UNIVERSITY

   Area Occupational Education Programs in a Selected Twelve County Area in New York: Concerns and Expectations.
   Principal Investigator: Joseph Bail

6. HOFSTRA UNIVERSITY

Comparison for Nassau-Suffolk of Projected Skill Requirements with Skills Output of the Bi-County Educational and Training System.
Principal Investigator: Albert M. Levenson

7. CORNELL UNIVERSITY

The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns.
Principal Investigator: Arthur L. Berkey

8. WESTERN NEW YORK SCHOOL STUDY COUNCIL

Attitudes of School Board Members Toward Occupational Education.
Principal Investigator: James R. Spengler

9. MONROE COUNTY BOCES #1

Continuation of the Evaluation of the Objectives of the Foreman Area Education Center.
Principal Investigator: Russel F. Green

10. NEW YORK UNIVERSITY

Occupational Aspirations and Expectations of Minority and Majority Youth in Three Urban Confirgurations in New York State in Relation to Manpower Needs.
Principal Investigator: Nathaniel J. Pallone

11. CITY UNIVERSITY OF NEW YORK

Neighborhood Information Programs.
Principal Investigator: Irving L. Slade

12. AUBURN COMMUNITY COLLEGE

Cooperative Program - Auburn Community College and Auburn State Prison.
Principal Investigator: Robert Gallo

13. MONROE COUNTY BOCES #1

Prediction of Success in Occupational School.
Principal Investigator: Russel F. Green

14. INDIANA UNIVERSITY

The Use of Simulation Materials for Creating Occupational Awareness for Non-college Bound Persons
Principal Investigator: John T. Needham

Ongoing Projects

1. The Bureau of Occupational Education Research in conjunction with four other Northeastern States —Vermont, Massachusetts, New Hampshire and Rhode Island — is developing a proposal concerned with the evaluation of the teacher training curriculum in Trade and Industrial Education. The major objective of this study is to ascertain how the Trade and Industrial teacher training units located in the Northeast Region are preparing teacher candidates. The major objective will be viewed with regard to curriculum content and methods, certification requirements, current supply and demand in the field of Trade and Industrial instruction, the availability of inservice training and placement procedures.

2. The initial phase of a study on Work Patterns of Low Achieving 1967 Graduates is currently being completed by the Bureau of Occupational Education Research. The original formulation of the project has been expanded to include an examination of the role of high school experiences in determining post high school occupational patterns of the 1967 graduates in five high schools across the State. The study will analyze the relationship between high school achievement, various personal characteristics, and present pursuits (grouped into the five categories of college students, workers military service, homemaking and unemployed). Further comparisons will be determined on the basis of the results.

3. An evaluation of the School to Employment Program (STEP), which assists potential dropouts at least 15 years of age, is presently being completed. A random sample of STEP Programs is being studied by means of employment followup, measurement of attitude and achievement, and analysis of the program structure to determine whether pupils who have participated in STEP are performing more successfully as full-time employees if they have dropped out of school, or as full-time students if they have remained.

4. The use of simulation materials for creating occupational awareness for non-college bound persons is being conducted at Indiana University. This is a feasibility study funded in the amount of $6,934. The objectives of this study are to develop simulation materials and counseling procedures which will be effective in improving occupational awareness, self understanding and interpersonal skills of disadvantaged non-college bound youth. The goal is to package and disseminate printed and filmed instructional materials for use of counselors, vocational teachers and others.

The report for this project is now being written:

KINGSBOROUGH COMMUNITY COLLEGE of The City University of New York

Development of a Community College Curriculum to Prepare Graduates for Government Service Careers.
Principal Investigator: Muriel Greenhill

V. INFORMATION DISSEMINATION ACTIVITIES

Considerable progress was made through the year in dissemination of occupational education research information to educators who would benefit from access to such information. A 26-location system of ERIC microfiche collections, located throughout New York State, is now servicing occupational educators. The system is augmented by an expansion of the number and kinds of services offered by the RCU home-base office. The expansion was made possible by the acquisition of additional document reproduction equipment.

Final reports of 12 projects were widely distributed, along with other information sheets and pamphlets, and the RCU-Newsletter, whose circulation has risen steadily since its inception in August, 1968. It is thought that the increase of from 2.6 to 13.0 requests (per operating day) for information searches and for documents over the fiscal year is related to the increased distribution of the Newsletter.

PROJECT SUMMARIES
July 1, 1968-June 30, 1969

Title:	Development of a Cooperative Retailing Program for the Disadvantaged
Sponsoring Agency:	Monroe Community College
Principal Investigator:	Leroy V. Good, Ph. D.
Amount of Funding:	$5,745
Beginning and ending dates:	October 1968--April 1969

Summary:

The Objectives of the study were:

1. To determine the existence and extent of manpower shortage in the retailing industry in the Metropolitan Rochester area.

2. To ascertain desirable employee attributes as indicated by prospective employers.

3. To determine the feasibility of creating a program incorporating the recommended attributes.

4. To design the program to raise the disadvantaged's existing level of accomplishment to an employable level of competency for the retailing industry.

5. To determine whether a cooperative atmosphere exists in the industry about the proposed program at the community college level.

A proposed retailing curriculum and a set of guidelines were established in keeping with the information obtained from the survey.

The study has been published.

Title: The Status of Paraprofessionals in New York State School Districts

Sponsoring Agency: Cornell University, Ithaca New York

Principal Investigator: Lawrence B. Hixon

Amount of Funding: $10,657

Beginning and Ending Dates: September 1968 - June 1969

Summary: A survey was made of 667 school districts in New York State, excluding New York City, to determine how paraprofessionals were used, type of service rendered, age, training, work hours, financial support and general acceptance. Ninety-four percent of the school districts returned completed questionnaire. Selected findings include: New York State has over 10,000 paid and almost 5,000 voluntary paraprofessionals working in the public schools. Paid lunchroom aides, and volunteer library aides are used in the greatest number. Over one hundred types of paraprofessionals were identified. The qualifications required of these workers varied but the high school diploma was most typically required. The majority of school districts had no age restriction. Most of the paraprofessionals work mid-days; many work an amount equal to a teacher's week. Among school board, teachers and parents there seems to exist little opposition to their use.

Salaries for paraprofessionals were part of the regular school budget. In rural areas scarcity of paraprofessionals may prevent a wider use of their services.

Title: Study of an Articulation Program between Nassau Community College and TOPIC House (Nassau County Drug Addiction Rehabilitation Center) with regard to Vocational Business Training Program: A Planning Grant

Agency: Nassau Community College

Investigator: Mel Morgenstein & Harriet Strongin

Amount funded: $5,729

Beginning and ending dates: January - June 30, 1969

Summary: The objectives of the study were: to develop a profile of the residents who live in this drug rehabilitation community center; to determine their specific educational needs; to identify the kinds of instruction required by this population; to determine whether they required unique educational experiences or whether they could merge with the regular student population at Nassau Community College or other established educational institutions.

A questionnaire was developed, standardized and used by the investigators during structured interviews with each of the 75 residents. High school transcripts (or last recorded formal school information) were secured and examined. Profiles concerning age, sex, veteran status, marital status, school accomplishments, work skills, previous employment and occupational aspirations were developed. A summary of the research findings and the indicated recommendations are found in the July 1969 publication, "Study of Articulation Program between Nassau Community College and TOPIC House."

Title: A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College

Agency: Nassau Community College

Investigators: Dr. Melvin Morgenstein, Professor Harriet Strongin

Amount funded: $8,425

Beginning and ending dates: September 1, 1968 - June 30, 1969

Summary:

Statement of Problem

The problem studied was the nature of, and the reasons for, dropouts from the Business Career programs at Nassau Community College. Some answers were sought on how attrition could be minimized before the college embarked upon additional vocational programs.

Objectives

1. To identify the reasons for dropouts from the various business career programs at Nassau Community College.

2. To identify areas and make appropriate recommendations that might be implemented so that student failures and withdrawals could be reduced.

Conclusions

1. Admission criteria for Business Career programs vary greatly.

2. Business faculty members are usually involved in advisement of Business Career students.

3. The main reasons for dropout from Business Career programs are academic and loss of interest.

4. The most frequent suggestion for reduction of the attrition rate is additional student counseling.

5. An exit interview is not standard policy. Where it is used, it is not strictly enforced.

Title:	Area Occupational Education Programs in A Selected Twelve-County Area in New York: Concerns and Expectations
Sponsoring Agency:	Cornell University
Principal Investigator:	Joe P. Bail
Amount of Funding:	$9,000
Beginning and ending dates:	September 1968--June 30, 1969

Summary: The Boards of Cooperative Educational Services in New York have assumed the responsibility of providing occupational education programs to high school students and adults. The expansion of existing programs and development of new programs has given rise to concerns with this type of educational offering. The major purpose of this study was the development of guidelines for improving the occupational education programs under the auspices of BOCES. The objectives were: (1) to conduct a study of BOCES occupational education programs within a 12-county area: (2) to determine concerns, expectations, and the degree to which these expectations were fulfilled by the occupational education programs as viewed by lay and professional people, and occupational education students; (3) to determine if any significant differences existed between these groups in their concerns, expectations, and degree of satisfactions; (4) to develop guidelines for improving occupational education programs within the 12 counties, and (5) to refine the instruments used in this study for possible use in studying occupational education programs on a statewide basis.

The study is designed to aid in strengthening the occupational education programs which presently exist and to aid in developing those of the future. The guidelines developed from this study will provide information generalizable to other occupational education programs throughout the state. Instruments will be refined and made available to others who desire to analyze their occupational education programs.

Title: Comparison for Nassau-Suffolk of Projected Skill Requirements with Skills Output of the Bi-County Educational and Training System

Agency: Hofstra University
Investigator: Albert M. Levenson
Amount funded: $6,360

Beginning and ending dates: July 1968--June 1969

Summary: This study had two purposes:

1) To obtain data for educational planning

2) To serve as a pilot study.

It was found that the occupational education and employment needs of Long Island are very complex, owing largely to extensive commutation and migration to and from New York City. Grave problems in the collection of the data were encountered, but these were either solved or sidestepped, and these findings were established:

1) There is a surplus of low level jobs. Usually filled by those with elementary education, these jobs will need to be filled with the better educated high school dropouts.

2) The general shortage of college graduates indicates slots usually filled by graduates will be open to dropouts and to community college graduates.

3) There is a surplus of college graduates in the social and physical sciences.

4) The number of high school graduates is about equal to the number of jobs available to them.

Recommendations:

1. The amount and variety of occupational education programs should be increased.

2. There should be more study of the role of on-the-job training and the role of private trade schools in training manpower.

Title: The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns

Sponsoring Agency: Cornell University

Principal Investigator: Arthur L. Berkey

Amount of Funding: $9,900

Beginning and ending dates: July 1, 1968 to June 30, 1969

Summary:

Objectives

The objectives of the study were to gather occupational follow up data from secondary agricultural graduates and their employers as a basis for evaluation of occupational education programs. The secondary objective was to develop a procedural follow up model.

Method

Self administered questionnaires were used to gather data on occupational status, relevance of training to agricultural images, and job satisfaction. Respondents were all 1968 New York State secondary agricultural graduates who had completed two years of some agricultural specialized area (farm production and management, conservation, agricultural mechanization, and ornamental horticulture), and their employers. Secondary school personnel assisted in providing lists of graduates and in follow up. There was a 61 percent return of the questionnaire.

Graduates found first year employment in a wide range of jobs, primarily through use of informal job seeking methods. Graduates received adequate training for the agricultural knowledge and abilities needed in their jobs. Almost all employed graduates were qualified for their job. Most graduates have a positive image of farming and a higher positive image of off-farm related agricultural industry. No significant relationship was found between graduates' image of agriculture and job satisfaction. Further research is recommended to determine the reasons for student mobility between the specialized areas of agricultural training, and the differences between agricultural education offered by the local school and Boards of Cooperative Educational Services.

Title: Attitudes of School Board Members Toward Occupational Education

Sponsor: Western New York School Development Council

Investigator: James R. Spengler

Amount funded: $5,626

Beginning and ending dates: April 1969 - August 1969

Summary: Since school board members' attitudes toward particular programs somewhat determine the relative emphasis to be placed on each program, attitudes toward occupational education were investigated.

These instruments were used:

1) General background checklist (e.g., age, educational level, sex, etc.)

2) Guttman-type scale for measuring understanding of the term, "occupational education."

3) Likert-type attitude scale.

Findings were that:

1) Attitudes vary with the type of school district.

2) There is little correlation between attitudes and understanding of the term "occupational education."

3) Attitudes were generally positive.

4) Older members had significantly higher attitudes, as did those who had served longer on the school board and those who had lived longer in the school district.

Title: Continuation of the Evaluation of the Objectives of the Foreman Area Educational Center.

Agency: Monroe County BOCES #1

Investigator: Russel F. Green

Amount funded: $10,000

Beginning and ending dates: July 1968--August 1969

Summary: A Model evaluation guide was recently developed to assist personnel in occupational education centers throughout New York State in determining the degree of success for the half-day occupational education program. Two strong features of this Model are (1) it can be implemented with a small group of students and (2) the data analyses are such that individuals with unsophisticated statistical backgrounds can successfully carry them out. This interim report covers the first year of testing of this Model in the occupational school at the Foreman Area Education Center, Fairport, New York. The entire cycle of the Model requires two and one-half years to complete since the students are followed both in school and after they leave.

A significant difference was found between the attitude shown towards high school and occupational school by both occupational students and high school students with the occupational school receiving the more favorable rating in both instances. The matched pairs also rated occupational school significantly better than their home high school. Home school students also showed a significantly better self-concept in academic subjects than did the occupational students.

At year end, only one comparison of changes was significant. This was the change shown by the occupational school students as observed by their occupational teacher (poorer in June).

In summary, at this point in the evaluation cycle, the positive results do not exceed those expected by chance sufficiently to consider the center program to be achieving the objectives that have been set for it.

Title: Occupational Aspirations and Expectations of Minority and Majority Youth in Three Urban Configurations in New York State in Relation to Manpower Needs

Agency: New York University

Investigator: Dr. Nathaniel Pallone

Amount funding: $11,430

Beginning and ending dates: July 1, 1968 - June 30, 1969

Summary: This study investigated the occupational aspiration, expectation and "planfulness" of 300 minority and majority high school juniors and seniors of similar socioeconomic status in four New York State communities. The study related occupational aspiration, expectation and planfulness to subjects, sex, socio-economic status, ethnicity, intelligence and geographic-social environment.

Data were collected through the use of a questionnaire constructed by the principal investigator and his colleagues. The questionnaire included the Hamburger Occupational Rating Scale and the Murov Index of Occupational Knowledge. Separately administered to the subjects was the SRA non-verbal intelligence test and the Super Work Values inventory. The subjects were paid five dollars for participating /the study.
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The major finding of the study was that Occupational Aspiration and Expectation transcends Racial Characteristics and Socioeconomic Status.

Title: Neighborhood Information Programs

Agency: City University of New York

Investigator: Dr. Irving Slade

Amount funding: $10,000

Beginning and ending dates: July 1, 1968 - June 30, 1969

Summary: The Neighborhood Information Programs were designed to give para-professional counselors from inner city community corporations, and teachers and guidance personnel working in the schools serving the communities information about career programs at the various community colleges which make up the City University of New York. As a corollary to this objective, City University also faced the task of overcoming the resistance of blacks to the 2 year programs. The black population feels that 2 year programs are designed by whites to keep them out of the professional occupations. City University had to show the inner city people that 2 year programs are valid educational opportunities which made advancement possible.

The project took the form of a series of seminars hosted by the community corporations in their local schools or centers at which CUNY presented its material. The seminars were structured so that each community could explain its problems and needs to CUNY and the local schools. After this CUNY presented its material and then a question session was held at which the community, the schools, and City University responded to each other.

By this method hostility between the neighborhood participants and the schools was gradually alleviated. By having all involved groups present at the seminars, it was assured they received the same information and any misunderstandings which occurred could be immediately ironed out.

City University held 3 seminars with eight of the 25 community corporations in New York City. At the introductory session a questionnaire about City University and college admission practices was distributed. After the last session a follow up questionnaire was mailed to the same group. An increase in knowledge of 24% is shown. The ultimate success or failure of the program will be shown by the numbers of students applying to City University in the fall of 1969. A significant increase in applications to 2 year colleges from black students will indicate that the project successfully completed its objective.

Title: Cooperative Program--Auburn Community College and Auburn State Prison

Sponsoring Agency: Auburn Community College

Principal Investigator: Mr. Robert Gallo

Amount of Funding: $4,264

Beginning and ending dates: January - June 30, 1969

Summary: For the first time in the history of penal education in New York State, college credit courses were provided to qualified inmates of Auburn Prison who would otherwise be denied this opportunity. The following courses were taught electronically to a total of 30 inmates by means of the electrowriter and a speaker phone from the campus of Auburn Community College:

1. Business Organization and Management taught by Assistant Professor Anton B. Lind.

2. Business Law taught by Associate Professor, Joseph A. Camardo.

The procedures followed were:

1. Faculty members lectured to prison classrooms via the electrowriter and speaker phone. A teacher aide was present at the prison to assist with audio visual materials and proctoring examinations.

2. Faculty members visited the prison personally at least once each week.

The conclusions were:

1. Academic achievement in both courses was exceptional.

2. Enthusiasm, gratitude and inspiration were voiced constantly to the administrators and professors with definite evidence of men wishing to pursue further education in prison, if possible, or upon their release.

3. Because the population in prison is largely non-white, a successful educational experience at the college level resulted in a greater feeling of confidence, improved self image and a healthy attitudinal change on the part of the inmates enrolled in the program.

Title: Prediction of Success in Occupational School

Agency: Monroe County BOCES #1

Investigator: Russel F. Green

Amount funded: $2,000

Beginning and ending dates: May 1969 - August 1969

Summary: This study investigated the ability of self-concept and attitude scales to predict achievement in occupational school. Of thirteen scales tried, four were found useful. They were:

1) Self-concept of general ability.

2) Self-concept of ability in the occupational course.

3) Attitude toward the occupational course.

4) Attitude toward occupational school.

Multiple correlations were obtained between these four variables and success in occupational school (as measured by year-end grades). Three sample groups were used. Correlations for these three groups were:

	Multiple correlation
1. N = 310	.59
2. N = 131	.51
3. N = 46	.34

It should be noted that, unlike the first two groups, the third group had only completed one year in occupational school.

For only one individual course (data processing) was there a respectable (.72) correlation.

More data is needed before a regression equation can be stated.

Title: Development of a Community College Curriculum to Prepare for Government Service Careers.

Sponsoring Agency: Kingsborough Community College

Principal Investigator: Muriel Greenhill

Amount of Funding: $2,067.95

Beginning and ending dates: July 1, 1968 to June 30, 1969

Summary: The development of a model program in public administration leading to the A.A.S. or other two-year college degree, which:

1. is directly relevant to the realistic needs of public agencies, and provides for their participation in the development of curriculum and their cooperation in the implementation and evaluation of the program;

2. provides opportunities for students to a) master the fundamental principles, and b) develop a working familiarity with basic government operations and techniques, of viable, contemporary public administration;

3. utilizes learning situations and methodologies which ensure that theory and practice will be mutually reinforcing, and that what is learned will be of value in various governmental positions and settings in changing circumstances;

4. prepares students for successful performance in government entrance examinations, and takes all other possible steps, to introduce them to immediate civil service employment at the entry-level of career lines heretofore open to four-year college graduates, with optimum, realistic, opportunities for advancement;

5. may be utilized or adapted for use by any institution of higher education which offers a two-year degree, in cooperation with various types of Federal or other governmental agencies.

Title: Simulation Training with Mentally Retarded Students

Sponsoring Agency: SUNY at Buffalo

Principal Investigator: Dr. Richard McCowan - Dr. Mongerson

Amount of Funding: $1,500

Beginning and ending dates: March - June 30, 1969

Summary: The major objective of this study was the development of a model simulation training program designed to prepare mentally retarded students ages 14 to 18 (IQ - 50 to 85) as hotel/motel housekeeping aides. A model was to be developed on which other training programs in other vocational areas could be based.

DISSEMINATION PROJECT

A strong effort has been made in the area of dissemination to make the tremendous amount of research and project-generated information readily available to the practitioner at the local level.

The discretionary award of $20,000.00 was committed solely for dissemination purposes. (See budget)

It became clear after increasing the NEWSLETTER distribution that an efficient dissemination program would have to (1) include all of the ERIC system and (2) provide resources at the local level.

All complete ERIC collections in New York State were identified and contacted regarding the availability of their ERIC collection. We asked each location (29) if we could publish the fact that they have a collection and further, if we could refer requests to them that originated in their area. Of the 29 locations, 22 agreed to cooperate with us and are now designated as "cooperating institutions."

There were four areas of the state that displayed a need for resources but had none available. The BOCES in each of those four areas were contacted and asked if they would cooperate in our program if we supplied them with an ERIC microfiche collection and reader or reader-printer. All BOCES agreed bringing the total number of "cooperating institutions" to 26.

In addition to providing ERIC service, the cooperating institutions are designating one individual either within the institution or at another local educational organization to act as a liason. This liason will help the local educational agencies identify problems and assist in matching problems with available ERIC resources. The liason will keep the RCU informed of the practical problems which have no answer in research so that we might stimulate and conduct research in those areas.

The RCU is also incorporating a national ERIC input function into the operation. This insures the maintenence of ERIC through constant contributions from local, regional and state organizations in New York State.

For those educators unable to avail themselves of a local collection, the RCU has purchased the equipment which allows it to reproduce an entire microfiche for half the price of one print-out page. In order to take advantage of this service the local district need only purchase a microfiche reader.

ERIC and the New York RCU

The following New York State locations have complete ERIC microfiche collections, reader or reader-printer capabilities, and a subscription to Research in Education.

ALBANY, NEW YORK 12224
Mr. Gregory Benson
New York State Research
Coordinating Unit, Room 468 EBA
New York State Education Department

BELMONT, NEW YORK 14813
Mr. Rodney Peterson, Director
Allegany County Occupational Center
RD #2

BROOKLYN, NEW YORK 11210
Mrs. Joyce K. Dahl, Chief
Social Science Education Division
Brooklyn College Library
Bedford Avenue and Avenue H

BUFFALO, NEW YORK 14222
Mr. L. E. Palmieri
Head Librarian
E.H. Butler Library
State University College
1300 Elmwood Avenue

ELMIRA, NEW YORK 14901
Mrs. Emily S. Mortimer
Head of Technical Services
Elmira College Library

FREDONIA, NEW YORK 14063
Mr. John P. Saulitis
College Librarian
State University College

GENESEO, NEW YORK 14454
Mr. William Lane
Reference Librarian
Milne Library
State University College

JOHNSON CITY, NEW YORK 13790
Mr. Robert Radick
BOCES (Broome, Delaware, and
Tioga Counties)
3116 Lawndale Street (Endwell, N.Y. 13760)

BUFFALO, NEW YORK 14221
Mr. John Hanssel
Western New York School
Study Council
27 California Drive

BUFFALO, NEW YORK 14214
Miss Barbara A. Dullea
Reference Bibliographer in
Education
Lockwood Memorial Library
State University of New York

CORTLAND, NEW YORK 13045
Mr. David Kreh, Director
Teaching Materials Center
State University College

ELMIRA, NEW YORK 14905
Mr. Jack Weinstein
Director of Library Services
951 Hoffman Street

PATCHOGUE, NEW YORK 11772
Miss Mary Frances Moore
Suffolk County Regional Center
20 Church Street

PORT HENRY, NEW YORK 12974
Mr. Lawrence A. Wojcik, Director
Essex County Area Educational
Center BOCES (Essex, Hamilton,
Warren, and Washington Counties)

POTSDAM, NEW YORK 13676
Mrs. Alice F. Kauffman
Documents Library
The Frederick W. Crumb
Memorial Library
State University College

ROCHESTER, NEW YORK 14627
Miss Margaret Mattern
Education Library
University of Rochester Library

ROME, NEW YORK 13440
Mr. David Wright
CHE-MAD-HER-ON
113 West Liberty Street

SYRACUSE, NEW YORK 13210
Dr. Luton R. Reed
Associate Director
Educational and Cultural Center
serving Onondaga and Oswego
Counties
700 East Water Street

SYRACUSE, NEW YORK 13210
Mr. Donald K. Thompson, Head
Reference Division
Syracuse University Library

YORKTOWN HEIGHTS, NEW YORK 10598
Mr. Herbert Lieberman
BOCES #1
845 Fox Meadow Road

OSWEGO, NEW YORK 13126
Mr. Stephen Turok
Associate Librarian
Information Science
State University College

MONTGOMERY, NEW YORK 12549
Mr. Alex Sabo
BOCES, Sole Supervisory
District of Orange, Ulster,
and Sullivan Counties

NEW PALTZ, NEW YORK 12561
Miss Celia Calter
Reference Librarian
State University College

NEW YORK, NEW YORK 10014
Miss Margo Chris Nikitas
College Services Librarian
Bank Street College of
Education
69 Bank Street

NEW YORK, NEW YORK
Ms. Dorothy Christiansen
Assistant Librarian
Center for Urban Education
105 Madison Avenue

NEW YORK, NEW YORK 10003
Mrs. Barbara S. Marks, Head
Education Library
New York University Library
4 Washington Place

The increased service and decentralization of service have had a pronounced effect on the number of requests received per operating day (RPOD). The RPOD last year was approximately 2.1 whereas this year it is nearly 13.0. It is expected that as further coordination and development of the cooperating institution concept evolves, an even greater volume of requests will be handled.

Several other federal program offices are interested in this project and in the near future will become involved in it.

During this same period the New York RCU was also selected by the Ohio Center of Vocational and Technical Education as a pilot dissemination state along with Nevada, Pennsylvania, Wisconsin, California, Oklahoma and New Jersey.

The RCU is undertaking a vast user survey as part of its involvement with this project.

BUDGET FOR EXPENDITURE OF $20,000 DISCRETIONARY AWARD

Equipment	No.	Order From:	Unit Cost	Cost Per Location	Budgeted	Spent
3M Executive I** Reader-Printer	4	Nichols Business	$ 280.00	$ 280.00	$1,120.00**	———
Dry silver paper for** Executive I (box)	20	Nichols Business	9.95/box	49.75	199.00**	———
Yawman & Erbe Cabinets 2404C8 - C-card drawer w/double compartment for 4 x 6	12	Yawman & Erbe	169.80	509.40	2,037.60*	$1,701.00
Atlantic A-9 Microfiche Printer	1	Atlantic Microfilm	809.38	--	809.38*	1,031.38
Atlantic D-22 Developer	1	Atlantic Microfilm	222.00	--	222.00*	
Diazo Copy Film (4 x 6)	16 boxes (100/box)	Atlantic Microfilm	5.00/box	--	74.00*	
Ammonia (plastic containers) 26%-28% Baume	12 gal. (3 cases)	Albany Lab	1.55/gal	--	18.60	18.60
Microfiche-Readers	6	Atlantic Microfilm	51.00	51.00	———	306.00

BUDGET FOR EXPENDITURE OF $20,000 DISCRETIONARY AWARD (continued)

Equipment	No.	Order From:	Unit Cost	Cost Per Location	Budgeted	Spent
Microfiche						
RIE '66-'67	4	National Cash Register	$ 480.00	$ 480.00	$1,920.00	$1,920.00
RIE '68	4	National Cash Register	1,470.00	1,470.00	5,880.00	5,880.00
RIE '69 (average)	4	National Cash Register	1,890.00	1,890.00	7,560.00	7,560.00
Publications						
'66-'67 Index, '68 Index '69 Index	4	Government Printing Office	35.00	35.00	140.00	140.00
		TOTALS		$4,714.15	$19,971.58	$18,556.98

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*Cost reduced by 7.5% discount

**At present time not available for purchase.

EVALUATION

The Ad Hoc Advisory and Evaluation Committee has met in Albany three times, during the contract period, to review the activities and operation of the Bureau of Occupational Education Research. The written reports of this committee are included in this section.

The Ad Hoc Advisory and Evaluation Committee consisted of:

Chairman*- Dr. Samuel McClelland, Director
Bureau of Educational Research
Board of Education
New York City, New York

Dr. Herbert Righthand, Director
Vocational Education
Hartford, Connecticut

Dr. John Struck
State Director of Vocational-Technical Education
Department of Instruction
Harrisburg, Pennsylvania

(Dr. Struck was unable to meet with the Ad Hoc Committee for the October 1, 1969 evaluation. Dr. Smoot took his place)

Dr. James Smoot
Assistant Vice Chancellor and Director
Urban Centers Program
State University of New York at Albany
Albany, New York

*Dr. Gerald B. Leighbody
Professor of Education
State University of New York at Buffalo
(Served as chairman in 1967)

Report - August 21-22, 1967

GENERAL OBSERVATIONS

The committee notes with satisfaction the growing strength and maturity of the Bureau of Occupational Education Research and its increasing contributions to the development of a comprehensive program of Occupational Education in New York State. In general, the Bureau conducts a sound program of diversified and well designed research projects related to its overall goals and purposes.

Of necessity, a report of this kind cannot include all the aspects of an ongoing program of such scope. The comments and suggestions which follow, therefore, are limited to those items which appear basic, and essential to the operations of the Bureau as it moves toward fuller achievement of its ultimate purposes. This in no way implies that those matters which are not dealt with have not been significant to the success which the Bureau has enjoyed.

The committee sees as a real evidence of progress the improvement in staffing which has occurred. The addition of well qualified personnel to the competent but small group of original staff members has clearly increased the capability of the Bureau for its task. The diversity, as well as the quality of the new staff members is apparent.

The practice of providing funds and advice for the employment by non bureau agencies of expert consultants on research design and procedures, when they undertake research projects, is excellent, and should be continued. This should bring an input from a wider range of research specialists and perhaps arouse their interest in the field of occupational education. It should also result in better designed projects.

The committee sees evidence of increased sophistication of research design. This trend should make the results of future research more useful.

The Bureau is to be commended for providing a means for its own evaluation. Self evaluation of its own activities by the staff of any unit is essential for progress, but it is most valuable when it is augmented by periodic evaluation by independent agencies. The findings of both groups can then be studied, and the most relevant suggestions adopted.

Previous reports of Ad Hoc Evaluation Committees have mentioned the excellent staff coordination and cooperation existing in the Bureau. The present committee finds that this continues to be evident, and results in high staff morale and productivity. A further indication of effective leadership and good staff relationships can be observed in the smooth transition which has taken place during the recent change of Bureau Chiefs.

The Ad Hoc Committee further commends the Commissioner of Education for the program which has been introduced into the State Education Department to provide tuition payments and paid leaves of absence for staff members to enable them to improve their professional competence. Members of the Bureau staff are to be congratulated for taking advantage of this opportunity.

SUGGESTIONS AND RECOMMENDATIONS

1. Despite the excellence of the individual research projects which the Bureau has conducted and supported, the committee finds a need for a more systematic and structured process for deciding upon research priorities. This is necessary if the activities of the Bureau are to have a more unified impact upon the statewide program of occupational education, and if there is to be a research program rather than a series of research activities.

The committee therefore recommends the formation of an occupational research steering committee. This committee should be composed of key staff members and its purpose should be to provide direction by forming research policy, allocating research resources, and establishing research priorities. This should be a standing committee, with a membership to include the Chief of the Bureau of Occupational Education Research, the Director of the Division of Research, the Assistant Commissioner for Occupational Education, and the Director of the Division of Occupational Education Supervision. This membership should be augmented when necessary by specialists in various areas, as advisors on particular projects which may be under consideration.

It is the judgement of the committee that there should be more input by the Division of Educational Research into the decision making processes which lead to the research projects that the Bureau ultimately conducts or sponsors. By means of the steering committee this could be accomplished without weakening the strong commitment of the Bureau to the needs of the Assistant Commissioner for Occupational Education and his staff.

The steering committee should hold itself responsible for a comprehensive long range plan, with intermediate short term goals, for the research activities of the Bureau of Occupational Education Research. The short term plans might well be developed on an annual basis. There should, of course be room for sufficient flexibility in both long and short range plans to accomodate unforseen needs and necessary shifts in priorities. At the present time, however, a sense of program is lacking in the diverse activities of the Bureau.

The recommendation for a steering committee re-affirms the following recommendations of the 1966 Ad Hoc Committee report:

Recommendations No. 1, No. 4 and No. 7 under the heading of planning.

Recommendation No. 1 under Relationships.

2. The committee further recommends that the Bureau, for the immediate future, should direct considerably more of its attention and its resources to research relating to the occupational needs of disadvantaged youth and adults, especially as they occur in the large urban centers of the state. The committee notes with approval the increased efforts of the Bureau in this area, but it believes that the emphasis must be greater.

3. The Bureau staff is aware of the need to avoid an overemphasis on in-house research. The committee feels, however, that a greater portion of the research should be contracted out to qualified research agencies and individuals, assisted and coordinated by the Bureau staff. This would permit the staff to extend its skill and know-how into more projects and thus increase the total output of research.

4. The Bureau should explore the possibility of conducting seminars and conferences with local and state personnel to acquaint them with significant research findings and to promote understanding of the interpretation and use of research. This would not involve depth training in research such as that provided in University courses. It would be limited to research consumer education. A similar recommendation appeared in the report of the 1966 Ad Hoc Committee as item No. 3 under the heading of Plans.

5. The committee suggests that the team approach to research projects be considered. Under this arrangement a member of the permanent staff would join with a project director or consultant to form a research team. Regular staff members could serve on two or more such teams, thus becoming involved in a greater variety of projects.

6. Although the Bureau has made an effort to carry out the dissemination function which it has accepted, the committee believes that these efforts should be improved and expanded. (See recommendation No. 4)

7. The impact of VEA-'63 on research in occupational education has yet to be felt in terms of completed research findings. It is therefore too early to conduct any extensive assessment of the influence of this research on programs and practices. However, a large amount of research is now in process, and plans should be made now by the Bureau for such an assessment in the near future. An assessment program should provide information on the ultimate value of completed research in program improvement, and serve as a feedback and corrective device for planning future research.

8. It is suggested that the Bureau make greater use of consultants from various related disciplines in planning in-house research and in assisting contract agencies to plan research which the Bureau funds or otherwise sponsors. This practice was recommended in the 1966

Ad Hoc Committee report, as item No. 3 under Relationships. The Bureau staff has used such consultant service to some extent, but the committee believes that the advice of specialists from areas other than the field of education would improve the relevance and the quality of research in occupational education.

The members of the Ad Hoc Committee desire to express their appreciation to the Bureau Chief and the staff of the Bureau of Occupational Education Research for the excellent arrangements which were made for conducting the program review and for the many courtesies extended to the Committee during the evaluation process. The committee also appreciates the assistance of those persons from the Research Branch of the State Education Department and from the staff of the Assistant Commissioner for Occupational Education who shared their time with the Committee so that the review might be more complete.

Members of the Ad Hoc Committee:

Dr. Gerald B. Leighbody
Professor of Education
State University of New York at Buffalo
(Chairman)

Dr. Samuel McClelland
Director of Research, Division of Research, Testing
and Evaluation
New York City Public Schools

Dr. Herbert Righthand
Director of Occupational Education Research
Connecticut State Education Department

REPORT - September 30-October 1, 1968

Introduction

The present report of the AD HOC ADVISORY - EVALUATION COMMITTEE is the fourth made since the establishment of the committee in November 1965. The three previous reports were submitted on the following dates: January 26, 1966; August 22-23, 1966; August 21-22, 1967.

As for the previous evaluation conferences, the staff of the Bureau of Occupational Education Research reviewed for the committee the work of the past year, and were available for questions and discussion. The director of the division and key members of the staff of the New York State Education Department also participated in the discussions. A copy of the agenda is attached. In addition to the verbal exchanges of information, the bureau made available to the committee copies of all reports of completed research, abstracts of proposals, proceedings of conferences and other relevant printed materials. These were used for reference and study by members of the committee.

Of necessity, the following report is limited to the important matters concerning the activities and progress of the bureau. This does not mean that many relatively minor aspects of bureau operation do not also contribute to the extent of its success. To be of maximum usefulness during the time available, the committee turned its attention to the major aspects of the research program.

It must also be observed that the Bureau of Occupational Education Research does not function in isolation. It has important relationships to other officials and bureaus of the New York State Education Department. For example the office of the assistant commissioner for Occupational Education and the office and bureaus under the associate commissioner for Research and Evaluation render valuable assistance and guidance to the Bureau of Occupational Education Research. They also, to some extent, determine the nature and direction of its progress.

In general, the committee notes with satisfaction the continued progress of the Bureau of Occupational Education Research. In our judgment, it has clearly established that it plays a vital role in the improvement of occupational education in New York State. If a bureau of this nature and objectives did not exist, the absence of the activities in which it engages would be a serious loss to the State program of occupational education. Further, it seems clear to this committee that these research activities could not be comprehensively accomplished by the other related bureaus of the New York State Education Department as these bureaus are presently staffed and organized.

In the conduct of its essential activities, the Bureau of Occupational Education Research shows increasing maturity and an ability to evolve and adapt in a manner which increases its efficiency and

productivity. The committee also believes that it has identified areas of action and emphasis which present the bureau with ready opportunities for improvement and further advancement.

Aspects of Recent Improvement

Advisory Committee. In keeping with a previous recommendation of the Ad Hoc Advisory - Evaluation Committee, the Bureau of Occupational Education Research has established an Advisory Committee. The membership consists of the Assistant Commissioner for Occupational Education, the Director of Occupational Education, the Assistant Commissioner for Research and Evaluation, the Director of Research and the Chief, Bureau of Occupational Education Research.

This committee has given valuable guidance and direction to the bureau. For example, it advised the Chief of the bureau as to which of 56 research proposals to select for funding. The 56 reviewed had been screened from a group of approximately 400 submitted.

The potential of the Advisory Committee for assisting the bureau in the formulation of policy and in the conduct of major activities is very great.

The Ad Hoc Committee considered the idea of increasing the membership of the Advisory Committee to include other members of the New York State Education Department, or representatives of business, industry and other disciplines. After discussion, it was decided by the Ad Hoc Committee not to recommend such an expansion. It was considered that the compact size and the close relevance to the operations of the Bureau of Occupational Education Research provided by the present membership of the Advisory Committee made it desirable to continue it in its present form. The need for specialized advice from other sectors can best be met by special committees and consultants for specific projects, or by other committees already established by the Office of the Assistant Commissioner for Occupational Education or the Associate Commissioner for Research and Evaluation.

Stimulation of Research. The Ad Hoc Committee notes with approval the initiative and industry displayed by the bureau in sending out a packet of information to a very large number of potential sources of Occupational research. This action produced more than 400 research proposals, and the reading and evaluation of these was a major accomplishment.

The method of stimulating research by general invitation gives rise to further Ad Hoc Committee recommendations which will be explained later in the report.

Dissemination of Research Information. There has been a gratifying increase in the activities related to the important activity of the dissemination throughout the State of the findings of Occupational

Education Research. For example, the bureau has published a newsletter, has established an ERIC facility and has assembled valuable materials from the Research Coordinating Unit at Ohio State University.

Programs for the Disadvantaged. In keeping with an earlier recommendation of the Ad Hoc Committee, the bureau has significantly increased the number of projects devoted to the area of Occupational Education for disadvantaged students and those with special needs. Including both those definitely authorized and those in the immediate planning stage, six such projects were identified. In view of the important educational problems in this area, the committee urges that participation and encouragement of this area of research be continued and intensified.

New Sources of Funding. The Chief of the Bureau of Occupational Education Research has shown commendable initiative in harnessing new sources of funding to the cause of Occupational Education Research. The principal new sources of funds are as follows:

a.	Manpower Development and Training Act Evaluation	$48,000
b.	Higher Education Funds	25,000
c.	Office of Extended School Year	38,000
d.	New York State Special Needs (par. 4a,b, Vocational Education Act of 1963)	32,000

Administrative Processing. In any large organization such as the New York State Education Department there is a great deal of detailed processing and coordinating of working documents. This is especially true when research contracts, finance, auditing and legal aspects must be considered. The Bureau of Occupational Education Research has centered the bulk of this activity in one staff member and the work is being accomplished with outstanding accuracy and efficiency.

Regional Research Conferences. The Ad Hoc Committee notes with approval the initiative and efficiency displayed by the Chief of the bureau in promoting regional cooperation among Research Coordinating Units. The conference of February 1968 at which eight states were represented, and the regional research proposal submitted to the U.S. Office of Education are good examples of regional cooperation.

Personnel Recruitment. The Ad Hoc Committee notes that the bureau has succeeded in maintaining practically a full complement of authorized personnel, and assistance of consultants. This has been done in the face of considerable turnover of personnel, and problems of salary level in a tight market for research personnel.

Staff Morale. As was observed in previous surveys by the Ad Hoc Committee the morale of the staff of the Bureau of Occupational Education Research remains high. There is evidently a very good working relationship among the members of the bureau with each other and with the Chief of the bureau.

There is also ample evidence of close and helpful cooperation with other bureaus and staff personnel in the New York State Education Department.

Suggestions and Recommendations

In the course of its investigation and deliberation, the Ad Hoc Advisory - Evaluation Committee agreed to recommend several suggestions for change in the operations of the Bureau of Occupational Education Research, which, in the judgment of the committee, would bring about improvement.

1. The Need for a Long Range Research Plan. The program of research as presently planned (cf. Quarterly Technical Progress Report, New York State Research Coordinating Unit, Bureau of Occupational Education Research, July 1, 1968-September 30, 1968) lacks coherence and program direction. It would be desirable for the Bureau of Occupational Education Research to formulate a long range plan of research in its area. This plan should seek to accomplish definite objectives. It should exist in documentary form, and plan for an advance period of approximately five years.

Such a long range plan of research must bear a clear relationship to the plans of the Office of the Assistant Commissioner for Occupational Education. The research plan should seek to experiment, test, evaluate and solve problems in those areas of instruction which are important and relevant to the New York State program of occupational education in general.

The formulation of such a long range plan of research will require close coordination with other bureaus of the New York State Education Department. Liaison to this effect should also be maintained with other Research Coordinating Units, vocational organizations, and other research agencies.

Such a plan would serve as a guide in the acceptance and stimulation of research proposals throughout the state. The plan would also be subject to review and revision to keep it abreast of current developments.

2. Facilitation of Budgeting. It appeared to the Ad Hoc Committee that the present procedures for evaluating and approving the budget items of research proposals was unduly delaying definite approval and the actual inception of research projects. At present after the Advisory Committee of the Bureau of Occupational Education Research selects the most promising proposals and the general budget figures, there remains considerable negotiation over details of the budget. As of the date of this survey, only five projects have been definitely approved, principally because of detailed budget negotiation. There is a need to expedite this budget administration, perhaps by granting more authority to the Chief of the Bureau of Occupational

Education Research to approve budget details within approved project budget ceilings and in keeping with established budget guidelines.

3. The Onus of Statistical Reports. It came to the attention of the Ad Hoc Committee that a number of detailed federal reports had been given to the Bureau of Occupational Education Research to be compiled. The reasons for this action by the Assistant Commissioner for Occupational Education are excellent, in that it freed sections of his staff for the improvement of instruction.

At the same time, the Ad Hoc Committee judged that this is not a desirable use of the time and energies of a research unit, in view of the existence of the Basic Educational Data System.

In the course of ensuing discussion with the Assistant Commissioner for Occupational Education, the allocation of this work to the Bureau of Occupational Education Research was a temporary measure until such time as the Basic Educational Data System ironed out the formidable problems of programming and information retrieval in its comprehensive computerized system.

4. Intra-State Research Workshops. It became clear in the course of the discussions that a large number of the more than 400 research proposals submitted to the bureau were poorly conceived and organized. At the same time, the innovative concept or research idea which gave rise to the proposal may have had some merit if it had been properly developed.

In the opinion of the Ad Hoc Committee, the teachers and educational administrators of New York State should be encouraged to propose Occupational Education Research, but should be assisted in properly organizing and composing research proposals.

The Ad Hoc Committee in an earlier evaluation recommended the establishment of an annual or biennial state workshop at which representatives of school districts and other research sources could study methods of creating research designs and formulating research proposals. It is considered that this suggestion is still valid.

It may well be that such a state research workshop would not be confined to Occupational Education Research, but could be convened under wider auspices. There are many areas of similarity among the various types of educational research which would make such a joint workshop feasible and practical.

It should be possible to attract capable research leaders from school districts and from colleges and universities to participate in such a workshop. The more competent participants could serve in the role of lecturers, instructors and discussion group leaders. Examples of research could be analyzed by leading research workers.

Discussion of the Ad Hoc Committee with members of the New York State Education Department brought out the fact that the Commissioner of Education is actively considering the adoption of a single universal grant application form. This points to both the need for simplification of procedures to stimulate research proposals, and an effort toward integration of various types of research.

In summary, the committee would like to emphasize that the Bureau of Occupational Education Research has a responsibility to initiate action which aims to train local school district personnel in how to prepare and submit proposals for research.

5. Dissemination of Research Information. The bureau had made commendable strides forward in improving the dissemination of research information. The committee would like to utter a word of caution in this respect, however. Extensive attempts to prepare a bibliography should not be undertaken for graduate students preparing a thesis or dissertation. The resources of the bureau should be reserved for the support of research in school districts or by institutions undertaking approved research projects.

The mailing lists for dissemination of research reports and other information should be extended to include the directors of educational research of the large cities of the United States and Schools of Education in colleges and universities, especially those active in vocational education.

6. Bureau Personnel. Despite creditable efforts at staff recruitment, the committee has noted a large turn over of bureau staff in the past three years. Greater stability is needed for long range accomplishment. It may be that some consideration needs to be given to increasing salary levels in the relevant research positions. This should be coupled, where possible, with staff selection which emphasizes the choice of individuals whose past experience, education and future plans indicate an intention to pursue educational research as a career.

7. Nature of the Research Program. This suggestion is related to that discussed earlier as number 1, Need for a Long Range Research Program. Several of the research projects contained in the bureau program for 1968-1969 have only a peripheral relation to Occupational Education Research. One example may be cited: An Evaluation of the Effectiveness of Teaching Typing Via Closed Circuit Television.

It is also necessary to be certain that funds from the research budget do not go to the support of program, unless the program is a clearly innovative pilot program. Even in such cases it would be preferable for the Bureau of Occupational Education Research (or other appropriate bureau), with the research bureau funding the research aspects of a project, and the subject area bureaus funding the program elements.

Areas of research which should be included in the bureau program but which are not now represented include research in teacher training, research in methods of teaching vocational subjects and relatively long range longitudinalstudies in general.

8. Requests for Research Proposals. The Chief of the Bureau of Occupational Education Research explained to the committee that when the blanket request for research proposals was sent out last year, it resulted in the receipt of over 400 proposals, many of which were of little value. The bureau,therefore,plans to discontinue such blanket requests. It plans to delineate areas and problems needing research, and to invite participation in these areas. Special efforts will be made to interest selected school districts or other research agencies. There will still be retained a part of the bureau time and facilities to deal with grass roots inspired research projects.

The Ad Hoc Committee is in agreement with this decision. It would like to point out the relation of this decision to other recommendations made earlier. That is, the invited research in selected areas should be related to a carefully organized long range program of Occupational Education Research effort.

It should also be pointed out in relation to this decision on the stimulation of research that the establishment of a State workshop program should improve the caliber of the research originating in the field.

9. Research in School Districts. The Ad Hoc Committee believes that special efforts should be made to organize research in local school districts arising out of local problems. Dependence on research originating in colleges and universities tends to create narrow academic projects too little related to actual problems.

The Bureau of Occupational Education Research should seek to encourage college and university research workers to relate more closely to local school districts, seeking research based upon actual and practical educational problems.

There is a growing realization among colleges and universities that they must closely relate to the community and be of service to the community. This tendency can be used to assist in making research projects less esoteric and more practical. Research must be undertaken within the constraints imposed by practical educational activities, even at the expense of laboratory-like controls.

The institution of a state-sponsored educational research workshop, alluded to earlier, will help to promote the focusing of research on the practical problems of local school districts.

The concern for the local districts should include urban inner city districts as well as suburban and rural districts. Again,

specific attention should be given to the problems of disadvantaged pupils and those with special needs.

Occupational Trends. The Ad Hoc Committee is in agreement with the present policy and practice of the Bureau of Occupational Education Research not to engage in gathering statistics on employment opportunities, occupational trends or future job projections. Such data gathering on a large scale is beyond the staff and equipment capabilities, and should be left to such organizations as the Bureau of Labor Statistics.

It is nevertheless true that data from the Bureau of Labor Statistics need interpretation and specific adaptation for the educational program. Such a function is performed by some RCU's as in the case of Pennsylvania. The Bureau of Occupational Education Research might well perform such an interpretative function.

When specific research on job opportunities is needed for curriculum design at the local school level the research is best done locally.

Liaison with the Vocational Program

There exists an opportunity for the Bureau of Occupational Education Research to improve its exchange of information with the bureaus under the Assistant Commissioner for Occupational Education. Such communication should facilitate both program and research.

Summary and Conclusions

In general the Ad Hoc Advisory - Evaluation Committee considers that the Bureau of Occupational Education Research has made commendable progress in the past year. The main improvements have been the establishment of the Advisory Committee, the stimulation of research proposals from the field, improvement in the dissemination of research information, the institution of research projects in the area of vocational education for the disadvantaged, the enlistment of new sources of funding and the establishment of regional research coordination.

Excellent aspects of bureau operations continue. The quality of the administrative processing of proposal and contracts remains high in that the bureau has accomplished a very great amount of such work. Staff moraleand inter-bureau cooperation are excellent.

The principal recommendations for improvement center around a further clarification of the role of the bureau so as to have it more effectively meet the needs of New York State in the area of Occupational Education Research. There is need for a long range plan of Occupational Education Research keyed to the objectives of occupational education in New York State. The technique of approving budget items in research proposals should be streamlined. The bureau should be

relieved of the chore of completing a large number of federal reports, and this change is planned and anticipated. A New York State Research Workshop, if established, could do much to train local school districts how to design research and prepare research proposals. The research program and the methods of stimulating research proposals from the field should be revised so as to result in a more coherent program related to the long range objectives. Specifically, research proposals should be invited in selected areas of research in keeping with the general plan. There should be a deliberate and sustained effort to have Occupational Education Research relate directly to practical school problems and pressing educational needs.

It seems clear that the Bureau of Occupational Education Research fills a valuable and needed role in the State Education Department. Its steady improvement gives promise that it will meet its considerable potential for improving occupational education.

It is believed that its provision for periodic evaluative review by an outside agency is very helpful in its progress. This is due in large measure to the extent of self-evaluation which is generated by the process of mutual study by the bureau, visiting committee and related New York State Department staff personnel.

Members of the Ad Hoc Committee

Dr. Samuel D. McClelland - Chairman
Director, Bureau of Education Research
Board of Education of the City of New York

Dr. Herbert Righthand
Director, Vocational Education
State Department of Education
Connecticut

Dr. John W. Struck
State Director Vocational-Technical Education
Department of Instruction
Pennsylvania

AGENDA

Ad Hoc Advisory - Evaluation Committee
Bureau of Occupational Education Research
New York State Education Department
Albany, New York 12224

Monday, September 30, 1968, Conference Room 573, Education Building Annex

9:00 - 9:30	Dr. Louis Cohen, Chief, Bureau of Occupational Education Research, Conference Room 573.
9:30 - 11:30	Staff Presentations, Conference Room 573.
11:30 - 12:00	Dr. Carl Wedekind, Director of Research, Conference Room 573.
12:00 - 1:00	Lunch (not planned)
1:00 - 2:30	Planning time for Ad Hoc Committee (evaluation report to be given to staff, Conference Room 573.
2:30 - 3:00	Dr. Lorne H. Woollatt, Associate Commissioner for Research and Evaluation, Room 475 (Commissioner's office).
3:00 - 3:30	Mr. Everett Lattimer, Director of Occupational Education; also representing Dr. Robert Seckendorf, Assistant Commissioner for Occupational Education, Conference Room 573.
3:30 - 4:00	Ad Hoc Committee planning time.
4:00 - 4:30	Meet with staff - Ad Hoc report Ad Hoc Committee draft final report

Report of the Ad Hoc Advisory - Evaluation Committee
Bureau of Occupational Education Research
September 30 - October 1, 1969

The Ad Hoc Advisory - Evaluation Committee made its fifth review of the work of the Bureau of Occupational Education Research on September 30, 1969 and October 1, 1969. The previous evaluation reviews were conducted on the following dates: January 26, 1966; August 22-23, 1966; August 21-22, 1967; September 30 - October 1, 1968.

The Chief, Bureau of Occupational Education Research and six members of his staff made detailed presentations of the work of the Bureau to the Ad Hoc Committee. Other key officials whose functions relate importantly to the Bureau also presented information to the Committee. These presentations were followed by extended periods of questioning and discussions.

The Chief of the Bureau also made available to the Committee copies of all research reports, quarterly progress reports, guidelines, newsletter, State plans and similar documentary materials. The Committee made a tour of the physical facilities of the Bureau, noting especially the reproducing equipment used in the operation of the ERIC dissemination program.

The Committee also had periods of analysis and discussion when only the three committee members were present. A copy of the Agenda for September 30, 1969 is attached. After further discussion by the committee members, the first draft of the report was composed by the chairman on October 1, 1969 and subsequently sent to the other two members for review and suggested revision. The final report was completed and sent to the Bureau of Occupational Education Research.

In general, the committee notes with satisfaction the continued progress of the Bureau. It is clear that the Bureau has a vital function to carry out in the State Education Department. With the pressing urban and minority problems of the state, the improvement of occupational education is very important. Sound research is needed to guide critical decisions in this vital area of education.

It therefore seems desirable to stabilize the organizational position of the Bureau as soon as possible. The present situation is one of awaiting doubtful federal funding. The Bureau is now supported by the letter of credit method of budgeting, a temporary expedient. It is understood by the committee that positions in the Bureau will gradually be set up on State budget lines, leaving federal funds available for the funding of research applications and consultants. These are desirable actions. Only when the Bureau has a firm organizational base can it begin to grow as it should.

Preparation for Contingencies

Although the exact type and amount of funding to be eventually available to the Bureau is in doubt, the Chief and his staff very commendably has not allowed this to curtail plans or operations. A large number of research applications have been screened and reviewed, and a selected group has been identified for funding when funds become available.

Bureau Research Plan

Sections of the New York State Plan for the administration of Occupational Education under the Vocational Education Amendments of 1968 apply to the Bureau of Occupational Education Research. Section II - 84, 4.12 states the research objectives and priorities. However, these sections are relatively brief and general.

There remains a need for a Bureau of Occupational Education Research Plan, in documentary form, which states objectives, priorities and procedures in more specific detail. The plan should be relatively long-range, covering a span such as five years, with greater specificity for the first two years and more generality for the last three years.

Such a plan would provide the basis for policy decisions and guidelines to be followed in Bureau research procedures. For example, it would provide the basis for relating research stimulation to the in-house conduct of research.

Stimulation of Research

The Bureau has mounted very creditable program for the stimulation of research. Procedures have been prescribed in the publication Guidelines for Submitting Occupational Research and Development Proposals.

In a general effort to stimulate research a large number of agencies in the field were asked to submit summaries which briefly described ideas for research proposals. Some 330 of these summaries were screened and 70 selected as showing promise. The authors of the selected summaries were asked to submit completely developed proposals, and 56 did so. The full proposals were independently reviewed by their staff members, and by the Chief of the Bureau, and 8 selected for funding. The actual funding awaits the outcome of federal legislation.

The value of the foregoing procedure is that it provides an outlet for creative and innovative ideas from the field and helps to maintain interest and involvement in Occupational Education Research. As a sole means of establishing the Bureau Research Program, however, such a procedure has serious shortcomings. The resultant assemblage

of projects is miscellaneous and unintegrated as a program, and the Bureau is relegated to a passive role in fashioning the program.

It is necessary to add to this broadcast method of stimulating research projects, and the addition involves the use of the Bureau Research Plan. The projects which have been selected for funding as a result of the general request for proposals should be fitted into the Bureau Plan. When this has been done, there will remain gaps in the Bureau Plan.

To cover the unprogrammed areas, the Bureau should draw up specific requirements for research in the needed areas, and attempt to get appropriate outside agencies or consultants to undertake the needed research. This approach will give the Bureau leadership in research.

A limited portion of the Bureau Research Plan can be implemented by in-house projects which are initiated, designed, and conducted by the Bureau's own staff.

In-House Research

The projects listed in the quarterly progress reports and those which were reviewed orally for the Committee by the Bureau staff were all conducted by outside agencies. A number of these were funded by the Bureau and monitored by the staff, but they were not in-house projects.

The State Plan (II - 84, 4.12) stipulates the conduct of research as the first objective of the Bureau. Although it is obviously related to size of staff and level of staff training, the Bureau should launch at least one or two significant in-house research projects.

Nature of Monitoring of Research Projects

The Ad Hoc Committee noted that in reviewing research projects funded by the Bureau, staff members were often critical of the worth of the findings. It is indeed desirable to be aware of the limitations of all research projects. At the same time, it is important to establish within the Bureau the point of view that the staff, in monitoring projects, shoulders a certain responsibility for their quality. The monitoring should be active and corrective, and not merely passive and critical.

The projects are carefully reviewed before approval for funding. Any major discrepancies in research design should be noted and corrected at that time. Monitoring during the course of a project may prevent problems or mistakes. The Committee understands that not all difficulties can be foreseen, and that practically every research project has its qualifications and limitations. But the Bureau should accept active responsibility to maximize the success of any research project it sponsors.

Practical Nature of Projects

The Committee was pleased to note that the scope and nature of the research projects were much more closely related to the major needs of the State than was the case in prior years. The areas listed in the quarterly progress reports and covered in the staff reviews were all practical problems of immediate importance to practitioners in the Occupational Education field.

Needs of Inner City Youth

In view of the first priority given in the State Plan to projects for inner city youth, the Committee felt there was insufficient emphasis in this area. This finding repeats the same observation made in all earlier review years. Projects seem to gravitate around Cornell University, Monroe County and Nassau County.

Staff Discrepancy

The Committee considers that, in view of the functions assigned to the Bureau of Occupational Education Research, the staff of the Bureau is inadequate in numbers and experience. At present, the staff consists of a chief, two associates, one assistant, three aides and one consultant. There is also one associate and one aide vacancy.

The Committee members who have participated in past reviews cannot but note the great turnover in personnel. Except for the chief and one associate the staff is virtually renewed annually. This does not permit continuity of training and development.

Unless the staff is both enlarged and made more stable, major functions of the Bureau will remain partially unfulfilled. Difficulties in staffing are real. These problems explain the inadequacy of staff, but do not solve the problem. To fully execute its functions in the important area of Occupational Education Research the Bureau should be approximately twice its present size, with the ratio of aides to associates reversed. At present, the main staffing is in the aide category. The recommended complement is as follows: Director (1) Assistant Director (1) Associate (5) Assistant (2) Aide (2) Clerical (6). In future years, an even larger staff may well be required.

Review of Research Proposals

The present State Plan stipulates the procedures to be followed in reviewing proposals submitted for funding. Initial review of applications is made by the staff of the Bureau of Occupational Education Research (I -36, 5.22 - 1.) Applications judged eligible and appropriate by the research unit staff are then submitted to a review team consisting of the heads of the following units: Division of Research, Division of Occupational Education Instruction, State Plan Development

Section, Bureau of Two-Year College Programs and the Bureau of Occupational Education Research. Additional Ad Hoc members may be included (I - 37, 5.22-3). Finally, action is taken by an Advisory Committee consisting of the Assistant Commissioners for Occupational Education, Research and Evaluation, Higher Education and General Education (I - 37, 5.23 - 1).

The Ad Hoc Committee recommends that this procedure be simplified to facilitate earlier approval and inception of research projects. The point of simplification should be the second review outline in (I - 37, 5.22 - 3). Rather than having every application reviewed by every office, this review should be limited to the Bureau of Occupational Education Research, the Division of Research and the one other agency, including Ad Hoc members, for whom the content of the research proposed has greatest relevance. The first review by the Bureau of Occupational Education Research and the final action by the Advisory Committee of Assistant Commissioners should remain the same.

Grant Award Letter

In view of the fact that the budget funds for research are under the direct control of Assistant Commissioner for Occupational Education, the grant award letter should be sent to the applicant by him or by a staff member he designates. Every effort should be made to expedite the details of budgeting in order to permit the early start of research projects.

Federal Statistical Reports

The Ad Hoc Committee notes with regret that the considerable burden of completing federal statistical reports remains with the Bureau. While a research bureau properly deals in data collection, the collection should be related to a research purpose and not a statistical reporting purpose. This is especially true in view of the existence of the State Basic Education Data System and the Bureau of Statistical Services.

It is gratifying to be able to report that progress has been made in dealing with this problem. The BEDS office has completed a regional report to be used in regions throughout the state. The results of this new regional report will be followed with interest.

Further, two new positions have been placed in the Information Center on Education: a statistician and statistical clerk. These new positions should facilitate the federal reporting work.

The Ad Hoc Committee is aware that formidable difficulties of coding courses, unduplicated pupil counts, and manifold data categories create an administrative chore on which all appropriate staff must render assistance. It might prove helpful if a meeting could be arranged with federal officials to review reporting requirements to be

sure that only useful and necessary data are being collected.

Dissemination of Research Findings

It has become almost a truisim in research circles that the dissemination of research findings is of paramount importance, and that accomplishment in the area of dissemination is inadequate.

The Ad Hoc Committee reports that the Bureau of Occupational Education Research has made outstanding progress in this area. It has established a newsletter and circulated reports. Most importantly, it has made imaginative use of the ERIC system. The locations of cooperative ERIC depositories around the state have been identified. The Bureau has obtained sophisticated reading and copying equipment, making it possible to reproduce microfiche copies of reports requested from the field. Inquiring teachers and other agencies are also referred to ERIC despositories in their localities.

The Bureau has not limited its ERIC dissemination to reports numbered in the Vocational Training Series, but includes the entire ERIC realm. It avails itself of the collection of the State Library. This in effect carries dissemination well beyond the occupational research area. Such awareness of interrelationships among research areas is desirable in a pilot program such as that now being conducted by the Bureau. However, as the full potentialities for dissemination of research of all kind throughout the state came to be realized, this function will outgrow the Bureau of Occupational Education Research. The function will probably have its own organizational entity, and eventually utilize the methods of computerized access and retrieval currently under development.

In any case, the pilot ERIC dissemination program is an outstanding success in the hands of an energetic staff member.

Research Workshops in the Field

It appears to the Ad Hoc Committee that great benefits could come from a program of research workshops conducted in various centers throughout the State. As was reported to the Committee by the Chief and the Bureau staff, as well as by the Director of the Division of Research, many of the applications for research grants received from the field were technically of poor quality. Workshops would provide a means of increasing the quality of applications and of improving occupational research in general.

Such workshops need not be confined to Occupational Education Research but could cover a broader field under the auspices of the Associate Commissioner for Research and Evaluation.

At present the Bureau has conducted a few one day seminars. It would seem necessary, as a practical matter, to defer any extensive

program of workshops until a larger staff is available.

Advisory Committee Functions

The Bureau of Occupational Education Research has the benefit of counsel from an Advisory Committee consisting of the Assistant Commissioners for Occupational Education, Research and Evaluation, Higher Education and General Education. This Advisory Committee, in turn, has access to the recommendations of broader committees including representatives of business, industry, labor, minority groups and other sectors of the public. It is of paramount importance that Occupational Education and Occupational Education Research keep abreast of the latest developments. Outmoded education must be avoided, and this requires constant revision in the fast-moving occupational area.

In general, the Committee found in the Bureau staff presentations and discussions little evidence of a flow of information from public Advisory committees. Definite procedures should be instituted to increase the flow of timely technical information from the public domain, bringing this advice to bear on the Bureau Research Plan.

The Bureau could also make greater use of available data of a sociological, demographic and economic nature.

Organizational Relationships

The Ad Hoc Committee considers that the organizational position of the Bureau of Occupational Education Research is very salutary for its development. Working in close proximity with other research bureaus, it gains from the research supervision and interrelationships. At the same time, its working relationship with the Assistant Commissioner for Occupational Education is a close and fruitful one, in which the research function is enhanced.

The Assistant Commissioner for Research and Evaluation delineated for the Committee the kind of interrelationships he is currently fostering. This involves familiarization with critical issues in education, information from operational units of the State Education Department, and information from schools in the field. Such research policy leadership is important in shaping the development of the Bureau.

Summary and Conclusions

In general, the Bureau of Occupational Education Research is continuing to play an important role in the State Education Department, providing significant contributions both to research and to occupational education. The Committee hopes that its present precarious budgetary position will be stabilized. It also considers that the Bureau should be expanded in size, as explained in the report, if staff recruiting permits.

To avoid tending to become too great an expert service bureau as opposed to a research bureau, the following trends should be watched: the onus of completing voluminous federal statistical reports, eventual over-expansion of the ERIC function, and lack of in-house research conducted by the Bureau's own staff.

To improve the Bureau's policy guidance it should receive a better infusion of information from public advisory committees and use more social, demographic, and economic data. It should produce and be guided by a written Bureau Research Plan. Its influence could well be increased by instituting research workshops in the field.

The Bureau has made excellent progress in its first four years. It appears that the time has come for organizational stability, a modest increase in staff, greater concentration on research as opposed to service, and direct attack on important occupational education problems, especially in the area of urban problems and the needs of inner city youth.

Agenda for Tuesday September 30, 1969

Tuesday, September 30, 1969, Conference Room 475, Education Building Annex

9:00 - 9:30 Dr. Louis Cohen, Chief, Bureau of Occupational Education Research, Conference Room 475.

9:30 - 11:30 Staff Presentations, Conference Room 475.

11:30 - 12:00 Dr. Carl Wedekind, Director of Research, Conference Room 475.

12:00 - 1:00 Lunch (not planned)

1:00 - 2:30 Planning time for Ad Hoc Committee (planning evaluation report to be given to staff) Conference Room 475.

2:30 - 3:00 Dr. William Firman, Assistant Commissioner for Research and Evaluation, Room 475.

3:00 - 3:30 Mrs. Florence Sutler, Director Industrial Education, representing Dr. Robert Seckendorf, Assistant Commissioner for Occupational Education, Conference Room 475.

3:30 - 4:00 Ad Hoc Committee planning time.

4:00 - 4:30 Meet with staff - Ad Hoc Report.

_____ Ad Hoc Committee draft final report.

Members of the Ad Hoc Committee

Chairman - Dr. Samuel McClelland, Director
Bureau of Education Research
Board of Education, New York City

Dr. Herbert Righthand, Director
Vocational Education, Connecticut

Dr. James Smoot
Assistant Vice Chancellor and
Coordinator Urban Centers Program
SUNY, Albany